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ABSTRACT

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with assessment and evaluation. Covered in the individual sections of the guide are the following topics: general resources; tests, inventories, schedules, questionnaires; bibliographies, directories, and resource lists; and assessment resources related to the following: (1) special learning needs of bilingual, emotionally disturbed, hearing-impaired, learning-disabled, mentally retarded, physically disabled, and severely disabled students; (2) vocational education; (3) the individual education plan; (4) rehabilitation; and (5) services for adults. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

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VOCATIONAL SPECIAL NEEDS LENDING LIBRARY

Assessment and Evaluation Materials

A Resource Guide

Edited by:

Marilyn R. Kok

The Vocational Special Needs Program
Texas A&M Unviersity

Support for this project was provided by
The Department of Occupational Education and Technology
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Project Director: Linda H. Parrish
1984

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Admission to Texas A&M University and any of its sponsored programs is open to qualified individuals regardless of race, color, religion, sex, national origin, handicap or age.

For over five years, the Vocational Special Needs Program at Texas A&M University has offered a lending library of materials to educators in Texas who desire information on the vocational needs and preparation of special education students. In 1981, the library was computerized, simplifying access and increasing the library's popularity. A complete Catalog of Holdings was published in 1981, with supplements each year. Our subscribers (and we encourage any educator in Texas to become one) have begun to ask for more specialized and more "user-friendly" resource guides. We are responding with this series of manuals.

Guides in the series will address the following topics:

Agricultural Education Materials
Assessment Materials
Audio-Visual Materials
Employment-Related Instructional Materials
Health Education Materials
Homemaking Materials
Industrial Education Materials
Limited English Proficiency Materials
Marketing and Distributive Education Materials
Office Education Materials
Prevocational Instructional Materials

We hope these resource guides will encourage more subscribers to the library. We are currently acquiring many software packages for teachers to use in computer-assisted instruction, but remain interested in hearing about any resources you can recommend to us. Please contact us if our library can be of any assistanc to you.

The Vocational Special Needs Program
College of Education
Texas A&M University
College Station, Texas 77843-3256
409-845-2444

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GENERAL RESOURCES

American Educational Research Association. Educational Evaluation and Policy Analysis (an educational journal).

Brolin, Donn E. and Oliver P. Kolstoe. The Career and Vocational Development of Handicapped Learners. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1978. VSN# 00171

This booklet reports on the status of career/vocational education of handicapped students, addressing each of the different handicapping conditions, and describing career education, prevocational education, and vocational education.

Carroll, Anne Welch. Personalizing Education in the Classroom. Denver: Love Publishing Co., 1975. VSN# 00213

One chapter in this text addresses assessment. In it the author discusses how to analyze facilities, personnel, processes, curriculum and much more.

Carter, Robert T. Guidelines for Vocational Placement, Assessment, and Training of the Handicapped. Montgomery: Alabama State Dept. of Education, 1981. VSN# 02107

This booklet gives guidelines for assessment, describing who has responsibility for assessment, use of community agencies, methods, types, and data from assessment, and when to do it. Practical information.

Council for Exceptional Children Information Services and Publications. How Can Tests Be Unfair? Reston, VA: Council for Exceptional Children, n.d. VSN# 00217

This workshop kit asks participants to explore the ways that tests can be unfair to students. The kit provides an audio/cassette, exercise booklets, and instructions, so could be used by any facilitator. Participants could include administrators, classroom teachers, counselors, parents, rehabilitation counselors, and educators responsible for the assessment of handicapped students.

Dahl, Peter R., Judith A. Appleby, and Dewey Lipe. Mainstreaming Guidebook for Vocational Educators. Salt Lake City: Olympus Publishing Co., 1978. VSN# 00307

This excellent textbook, which addresses most facets of educating handicapped students in vocational classes, includes a chapter on assessing the individual student. The chapter describes the process, then gives a complete sample assessment. The authors intended their book to be both useful and readable, and have succeeded in their goals.

Davis, Sharon and Michael Ward. Vocational Education of Handicapped Students: A Guide for Policy Development. Reston, VA: Council for Exceptional Children, r. . VSN# 00319

This booklet (81 pages) is a succinct, well-written guide written for administrators, but would be informative for many other educators as well. Part of the booklet addresses assessment, specifically.

Dunn, Dennis J. Situational Assessment: Models for the Future. Menomonie, WI: Research and Training Center, University of Wisconsin-Stout, 1973. VSN# 00348

This books offers a quick overview of situational assessment, defines it, describes methods for doing it, and projects the future of it.

Franchak, Stephen J. and Janet E. Spirer. Evaluation Handbook: Guidelines and Practices for Follow-up Studies of Special Populations (Vol. 2). Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1979. VSN# 01777

This book, written because of the importance of assessing programs' effectiveness and efficiency, gives guidelines for follow-up studies, in which the primary objective is to gather data and information for improving vocational education of special needs students. A valuable resource for administrators planning to assess their programs through a follow-up study.

Gearheart, Bill R. and Ernest P. Willenberg. Application of Pupil Assessment Information: For the Special Education Teacher. Denver: Love Publishing Co., 1974. VSN# 00459

Written specifically for teachers, this book describes the types, purposes, and appropriateness of various testing and evaluation tools and techniques, and discusses educational and psychological terms in common use in schools. The book also discusses the role classroom teachers must play in educational planning and programming for students with special needs.

Gemmill, Perry R. Diagnostic Assessment of Disadvantaged Vocational Learners. College Park: Department of Industrial Education, University of Maryland, 1979. VSN# 00462

Geren, Katherine. Complete Special Education Handbook. West Nyack, NY: Parker Publishing Co., 1979. VSN# 00469

Halloran, William E., Ed. The Vermont Guide for Teaching Adolescents with Special Needs (Final Report). Vermont: Department of Education, 1975. VSN# 00520

The first few pages in this excellent curriculum guide address how to evaluate students' achievement and record their progress. The remainder of the book addresses work, home and leisure topics.

Hensen, Kenneth T. Secondary Teaching Methods. Lexington, Mass.: D.C. Heath and Company, 1981. VSN# 00653

This textbook has information on many facets of secondary teaching, including assessment. Written for the general instruction of educators.

Kauffman, James, et. al. Handbook of Special Education. Englewood-Cliffs, N.J.: Prentice-Hall, Inc., 1981. VSN# 01968

This large text (807 pages) has information relating to all aspects of special education, including all handicapping conditions, career education, counseling, and much more. One section relates specifically to assessment.

Kieke, Keith. Reference Manual for Vocational Adjustment Coordinators. Austin: Capital Area Association of Vocational Adjustment Coordinators, n.d. VSN# 01844

This collection of helpful information includes forms and instruction on assessment useful to work-study coordinators in Texas.

Kneedler, Rebecca Dailey and Sara G. Tarver, Eds. Changing Perspectives in Special Education. Columbus: Charles E. Merrill Pub. Co., 1977. VSN# 00702

In this book, which chronicles the many changes occuring in special education today, one entire section is devoted to "Changing Perspectives in Diagnosis and Evaluation."

Kokaska, Charles J. Career Futures for Exceptional Individuals. Reston, VA: Council for Exceptional Children, 1979. VSN# 02094

A proceedings for a 1979 conference on career education for special needs students, this book includes seven presentations that relate directly to vocational assessment and training. Topics covered include career exploration, specialized training programs, and more.

Lerner, Jane, et. al. EVE: Equal Vocational Education. Houston: Center for Human Resources, University of Houston, 1976. VSN# 00758

This is a final report of a project done in Texas, and describes the project's backgound, objectives, and results. A major section describes how to assess the attitudes of students, school personnel, parents, and the community toward equal vocational education, and suggests methods for changing those attitudes.

Meers, Gary. Handbook of Special Vocational Needs. Rockville, MD: Aspen Systems Corporation, 1980. VSN# 00884

This large handbook (383 pages) has chapters by authorities on many different topics, including a note-worthy chapter on assessment. Since this is written specifically on vocational special needs, it is an especially worthwhile text.

Meyer, Judy. Self-Evaluation Guide for Local Districts for Vocational Education of Handicapped Students. Houston: Center for Human Resources, University of Houston, 1972. VSN# 00893

This guide examines the need for a clearly developed program design with specific objectives as the foundation for program evaluation. It then discusses evaluation stages: evaluation of the program's progress toward the objectives; evaluation of interlocking services; and finally evaluation of the product.

Morris, Lynn Lyons and Carol Taylor Fitz-Gibbon. Evaluator's Handbook. Beverly Hills: Sage Publications, 1978. VSN# 00926

This book describes the role of an evaluator, then gives step-by-step guides for organizing and accomplishing three types of evaluations: formative evaluations, standard summative evaluations, and evaluations of small experiments.

Neisworth, John T., Ed. Assessment in Special Education. Rockville, MD: Aspen Systems Corporation, 1982. VSN# 01957

An excellent all-around text on the topic of assessment, this book includes essays by many different national leaders. Major sections are: Professional Trends and Issues; Theory, Models, and Approaches; and Assessment for Specific Groups.

Perloff, Robert, ed. Evaluator Interventions: Pros and Cons. Beverly Hills: Sage Publications, 1979. VSN# 01038

This book presents ideas and methods for increasing the contribution that evaluative studies can make to your decision

making. Authors of the article discuss the advantages and disadvantages of making changes as a result of evaluation.

Reynolds, Maynard C. and Jack W. Birch. Teaching Exceptional Children in All America's Schools. Reston: Council for Exceptional Children, 1977. VSN# 01196

This large texthook (almost 800 pages) covers the scope of special education. Fifty pages is devoted to assessment.

Rich, Robert F. Translating Evaluation into Policy. Beverly Hills: Sage Publications, 1979. VSN# 01221

This volume describes how to translate evaluation research results into policy in several ways: it offers readers perspectives on how evaluation research has and should be used in public policy settings; it presents frameworks for thinking about evaluation, problem-solving, and public policy-making; and it presents new empirical research on the relationship between evaluation and policy-making.

Rodriguez, Richard F. The Mexican American Child in Special Education. Las Cruces: New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1982. VSN# 01943

This booklet discusses the over-representation of minority group children, especially Mexican Americans, in special education, and suggests ways to integrate cultural and linguistic characteristics into psychological assessment instruments. It also addresses the need for training of personnel capable of applying recent studies at the individual level.

Salvia, John and James E. Ysseldyke. Assessment in Special and Remedial Education. Boston, MA: Houghton Mifflin Co., 1981. VSN# 01256

Schillinger, Sue and Dean Erickson. Training Materials. St. Paul: Focus Dissemination Project, Roseville Area Schools, 1974. VSN# 01263

This book includes inservice training materials on a variety of topics including needs assessment, evaluation, learning behavior problems, and more.

Scwartz, Stuart E. Another Step Forward: Evaluation and Placement. Gainesville, FL: Special Education Department, University of Florida, n.d. VSN# 01278

A brief overview to evaluation and placement, this booklet summarizes information on handicapped students in regular classes, then defines the more prominent assessment instruments,

and describes how results of these assessments may be used in placement decisions. Succinct, but informative.

Semmel, Melvyn I., et. al. Competency-Based Teacher Education in Special Education: A Review of Research and Training Programs. Bloomington, IN: Center for Innovation in Teaching the Handicapped, School of Education, Indiana, 1976. VSN# 01286

This report of competency-based teacher education includes both assessment of research and training programs, and information on how to assess teachers in these training programs.

Sperry, Len, Ed. Learning Performance and Individual Differences. Glenview, IL: Scott, Foresman, and Company, 1972. VSN# 01356

In this Sperry discusses the way that certain "learner-environment interactions" affect individual students' performance. The books' three sections address expectations, learning style, and instructional style.

TenBrink, Terry D. Evaluation: A Practical Guide for Teachers. New York: McGraw-Hill Book Company, 1974. VSN# 01395

An excellent book for teachers who want a general introduction to evaluation. Written to be easily read and easily understood, this book nevertheless is very informative. Recommended.

Tarczan, Constance. An Educator's Guide to Psychological Tests: Descriptions and Classroom Implications. Springfield, IL: Charles C. Thomas, 1972. VSN# 01388

A compact and handy reference guide to interpreting psychological data, this book would be helpful to any teacher wanting to decipher a student's psychological profile.

University of New York. Alternative Testing Techniques for Children with Handicapping Conditions. Albany, NY: University of the State of New York, 1982. VSN# 02064

This manual describes alternative testing methods appropriate for use when handicapped students must take part in statewide testing programs. Although written for New York State, it can be a valuable resource for educators in Texas seeking for suitable alternative testing methods.

Wallace, Gerald and Stephen C. Larsen. Educational Assessment of Learning Problems: Testing for Teachers. Boston: Allyn & Bacon, Inc., 1979. VSN# 01540

This book provides readers with assessment strategies appropriate for students with various types of learning disorders. Although diagnostic techniques are not aimed at a particular category of disabled learner, but should apply to most pupils with school related problems.

ASSESSMENT RESOURCES RELATED TO SPECIAL LEARNING NEEDS

General

Haring, Norris G. Behavior of Exceptional Children (2nd ed.) Columbus, OH: Charles E. Merrill Pub. Co., 1978. VSN# 00651

This textbook describes students with various handicapping conditions, such as mental retardation, the behavior disordered, the learning disabled, the severely handicapped, the profoundly handicapped, the visually handicapped, and others. Each chapter includes information on how to assess the extent of the handicap, the problems that need attention, and the kind of attention needed.

Harrington, Thomas F. Handbook of Career Planning for Special Needs Students. Rockville, MD: Aspen Systems Corp., 1982. VSN# 01961

This handbook (358 pages) includes a great deal of helpful information for educators involved in the vocational preparation of handicapped students. In addition to information related to specific handicapping conditions, the book relates information helpful for planning the programs of individual students.

Mid-East Regional Resource Center. Child Identification: A Handbook for Implementation. Washington, D.C.: Author, 1976. VSN# 00894

This book explains how to identify handicapped children, and includes a chapter on the collection and utilization of data.

Parker, Therese B. and Susan B. Harrison. Early Identification of Handicapped Children: An Informal Assessment Method for Pre-Kindergarten Children. Salt Lake City: Rocky Mountain Regional Resource Center, University of Utah, 1973. VSN# 01030

This booklet offers a simple, informal method for teachers to assess preschool handicapped children.

Sorensen, Randolph C. Project ACCESS. Salt Lake City, UT: Southwest Regional Resource Center, Department of Special Education, University of Utah, 1976.

The purpose of the project, of which this is the final report, was to be able to better identify handicapped students. To this end, the project established a model for the selection, evaluation, and programming of students with learning problems. The report has four volumes: Phase I: Project Identification, Summary and Results (VSN# 01346), Phase II: Third-Party Evaluation, Process Model (VSN# 01347), Phase II: Third-Party Evaluation, Summary and Results (VSN# 01348), and Phase III: Implementation, Summary and Results (VSN# 01349).

Torres, Scottie, Ed. Special Education Administrative Policies Manual. Reston, VA: The Council for Exceptional Children, 1977. VSN# 01478

This manual was written to help school district revise policies related to the education of handicapped students. It includes chapters on Identification, Evaluation, and Placement.

Wisland, Milton V. Psychoeducational Diagnosis of Exceptional Children. Springfield, IL: Charles C. Thomas, 1974. VSN# 01599

After three introductory chapters that give a background to psychoeducational instruments, the last seven deal with instruments with various handicapping conditions.

Bilingual

Silverman, Robert J., et. al. Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments. Portland, OR: Center for Bilingual Education, Northwest Regional Educational Laboratory, 1976. VSN# 01293

This valuable resource includes chapters on "Issues in Language Testing," "National Search for Instruments," "Evaluative Criteria," a lengthy chapter on "Test Descriptions," and a chapter on "Test Evaluations."

Emotional Disturbance

Rich, H. Lyndall. Disturbed Students: Characteristics and Educational Strategies. Baltimore, MD: University Park Press, 1982. VSN# 01951

A comprehensive text (355 pages), this book would be useful to educators at either the elementary or secondary levels who have questions concerning students with behavior problems. A portion of the text would be especially useful to educators responsible for testing these students.

Twiford, Rainer. A Child with A Problem: A Guide to the Psychological Disorders of Children. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979. VSN# 01960

In this book, the author gives help in recognizing and understanding those psychological disorders that afflict children from birth through adolescence. This also provides information on getting professional help, types of therapy recommended, and a complete list of state and federal mental health agencies. This is a useful guide for both teachers and parents.

Hearing

Barr, David F. Auditory Perceptual Disorders. Springfield, IL: Charles C. Thomas, 1976. VSN# 00087

In addition to giving information about auditory perception, Barr discusses general diagnostic signs of minimal brain dysfunction, tests for auditory perceptual problems, the EEG and the diagnosis of minimal brain dysfunction, and tests for central lesions.

Regional Day School for the Deaf. Pupil Progress Indicators. Odessa: Author, n.d. VSN# 01189

The Pupil Progress Indicator (PPI) was designed to help professionals "size up" individual students' development and grasp of content, based on the goals set up by the Texas Statewide Curriculum for the Deaf. This book includes everything needed for one student, from kindergarten through twelfth grade.

Ross, M. and L. W. Nober, Eds. Special Education in Transition: Educating Hard of Hearing Children. Washington, D.C.: Council for Exceptional Children, 1981. VSN# 01914

Written specifically about hard of hearing children, this book has several chapters that address assessment, including two entitled "Audiological Assessment and Management" and "Assessment: Adaptations, Interpretations, and Implications."

Texas Education Agency. Educational Methods for Deaf-Blind and Severely Handicapped Students (Vol. 1). Austin: Author, 1979. VSN# 01415

This book includes sections on assessment and remediation of multihandicapped students, assessing communication problems, and much more related to deaf-blind students.

Learning Disabilities

Bryan, Tanis H. and James H. Bryan. Understanding Learning Disabilities. Sherman Oaks, CA: Alfred Publishing Co., 1978. VSN# 00640

This textbook on learning disabilies first gives an overview of the field of learning disabilities, then describes physiological and psychological characteristics. It concludes with a major section entitled "Diagnosis, Assessment, and Remediation," including chapters on clinical assessment procedures, standardized tests, and remediation.

Lawren Publications, Inc. If A Boy Can't Learn. Mendocino, CA: Author, 1979. VSN# 00736

Mike, aged 17, and a high school senior, can't read, can't do math, and has a behavior problem. His reading teacher takes an interest in him, and refers him to the Learning Disabilities Center at a nearby hospital. After testing and evaluation, the Center finds a specialist who works with Mike's teachers, helping them devise teaching strategies that use Mike's strengths. This has a follow-up film, Whatever Happened to Mike?

Lawren Publications, Inc. Whatever Happened to Mike? Mendocino, CA: Author, 1979. VSN# 00737

Mike, the learning disabled youth in If A Boy Can't Learn, has built a full life after receiving late, but significant help from his teachers in high school. In the six years since high school graduation, Mike has worked up from unskilled worker in a sawmill to a highly skilled worker, operating sophisticated equipment.

Mann, Lester, et. al. Teaching the Learning-Disabled Adolescent. Boston: Houghton-Mifflin Co., 1978. VSN# 00801

This widely used textbook describes the education of learning disabled students in depth. The authors address the assessment of skills, progress, and handicap throughout the book.

Mann, Philip H., et. al. Handbook in Diagnostic Teaching: A Learning Disabilities Approach. Boston: Allyn & Bacon, 1974. VSN# 00802

Diagnostic teaching allows teachers to adapt instruction to individual learning needs. This handbook includes chapters on diagnosis, developmental screening, spelling diagnosis, reading diagnosis, and supplementary evaluation and data recording. It goes on to explain how teachers can use results to adapt instruction. An abridged edition is also available (VSN# 00802).

Rodman, Audrey. Getting on Track. San Rafael, CA: Academic Therapy Publications, 1973. VSN# 01240

Written for educators who work with learning disabled students, this book includes chapters on identifying the learning disabled student and planning the instructional program, chapters which both address assessment.

Sitko, Merrill C. and Patricia H. Gillespie. Language and Speech Difficulties of the Adolescent Learning Disabled. Bloomington, IN: Center for Innovation in Teaching the Handicapped, 1975. VSN# 01336

This booklet describes the difficulties faced by adolescent students with speech and learning disabilities, and offers information on the assessment of these problems.

University of the State of New York. Serving the Learning Disabled Child in New York State. Albany, NY: New York State Education Dept., 1982. VSN# 02406

This manual has sections on recognizing learning disabled students, referrals, evaluation, and individual education plans. Useful, concise, and informative.

Mental Retardation

Baumgartner, Bernice B. Helping Every Trainable Mentally Retarded Child. New York: Teacher's College Press, Columbia University, 1975. VSN# 00097

A straightforward description of the methods and resources necessary to help trainable mentally retarded children, this book includes a chapter on assessment and intervention. Other chapters take the child through the process of coming to school, receiving services, and so forth. Written for teachers and parents interested in planning and activating programs for trainable mentally retarded children.

Cobb, Henry V. The Forecast of Fulfillment: A Review of Research on Predictive Assessment of the Adult Retarded for Social and Vocational Adjustment. New York: Teacher's College Press, Columbia University, 1972. VSN# 00264

This report describes research done to help professionals be able to predict retarded adults' social and vocational adjustment.

Law, Charles, Theodore Drain, and Claude Myer. Planning Guide on Secondary Education Programs for the Educable Mentally Retarded.

Raleigh, NC: Division of Exceptional Children, Department of Public Instruction, n.d. VSN# 00734

This booklet describes methods for planning programs for mentally retarded students, including methods for performing assessment.

National Association for Retarded Citizens. Competencies of Persons Responsible for the Classification of Mentally Retarded Individuals. Arlington: Author, Board of Directors, 1974. VSN# 00948

This pamphlet is a position statement by the National Association for Retarded Citizens related to areas of study and competencies needed by evaluators involved in the classification and placement process of mentally retarded students.

National Association for Retarded Citizens. Classroom Programming: What Should Be Taught? Arlington: Author, Research and Demonstration Institute, 1977. VSN# 00979

Written to improve the parent/professional partnership, this book discusses questions related to the content of classroom teaching. The first chapter answers questions related to assessment, including "How are evaluation, classification, and placement decisions made?" and "What placement options should be made available to students?"

Riggar, T.F. and S.W. Riggar. Career Education and Rehabilitation of the Mentally Handicapped. Springfield, IL: Charles C. Thomas, 1980. VSN# 01223

This textbook, which gives a "holistic approach to career education and rehabilitation of mentally handicapped secondary school students," includes a chapter on assessment.

Rusch, Frank R. and Dennis E. Mithaug. Vocational Training for Mentally Retarded Adults: A Behavior Analytic Approach. Champaign: Research Press, 1980. VSN# 01251

This textbook describes how to develop a behaviorally based vocational training program for adults, with a placement component. Such a program's objective is to promote behaviors that will allow mentally retarded adults to live as independent a life as possible. The book comes with a separate booklet of forms (VSN# 01250) for use with the book.

Seevers, Charles J. Assessment, Learning and Development of the Mentally Retarded Person. Bristol, IN: Aux Chandelles Press, 1976. VSN# 01281

This book outlines a training course for using the Gunzburg Progress Assessment Chart (PAC), which enables educators to pursue a developmental model rather than a custodial model in the training of mentally retarded individuals.

Sitko, Merrill C. and Melvyn Semmel. Language and Language Behavior of the Mentally Retarded. Bloomington, IN: Center for Innovation in Teaching the Handicapped, Indiana University, 1975. VSN# 01337

A straightforward discussion of the language of mentally retarded students, this book would be valuable for classroom teachers, counselors, as well as educators responsible for the assessment of these students.

Special Learning Corporation, Inc. Readings in Vocational Training for the Mentally Retarded. Guilford, Conn.: Author, 1979. VSN# 01355

One of the four major sections in this book of readings is titled Assessment. It has 10 different articles written by leaders in the field, including one on measuring job readiness behaviors, one on physical work capacity, and another on sex role stereotyping.

Tetly, Pamela Anne. Continuous Description, Measurements and Modifications of Teacher and TMR Pupil Behaviors through the Use of Precision Teaching and Interaction Analysis. Bloomington, IN: Center for Innovation in Teaching the Handicapped, School of Education, Indiana University, 1975. VSN# 01397

This book gives a final report on a project to determine what effect teacher behaviors have on TMR students and students' academic growth. In the report, a method for this determination is described, called interaction analysis.

Physical Disabilities

Foster, June C. Guidance, Counseling and Support Services for High School Students with Physical Disabilities. Cambridge, MA: Technical Education Research Centers, 1977. VSN# 00442

This book would be extremely helpful for anyone seeking information on physically disabled high school students. In particular, it has a chapter on vocational assessment, with information on sites for vocational assessment, components of a vocational assessment plan, interpreting vocational assessment results, work adjustment, and vocational assessment materials.

Love, Harold D. Teaching Physically Handicapped Children: Methods and Materials. Springfield, IL: Charles C. Thomas, 1978. VSN# 00767

This textbook provides an overview to the education of physically handicapped students. One chapter is entitled "Educational and Psychological Testing of the Physically Handicapped."

Severe Disabilities

Botterbusch, Karl F. The Use of Psychological Tests with Individuals Who Are Severely Disabled. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1976. VSN# 00150

This book suggests ways to modify tests so that they can be used to obtain results that are not distorted by an individual's severe disability. The book deals specifically with testing persons who have sight, hearing, or academic problems. Part I describes ways to select and modify tests; Part II describes tests commonly used in vocational evaluation; and Part III describes the few tests specially designed for the severely disabled.

Larson, Keith, et. al. Vocational Careers Assessment Manual. Portland, OR: Special Education Department, Portland State University, n.d. VSN# 00733

This book describes an initial review procedure for severely handicapped adolescents and adults about to enter a community based vocational training program. The book gives forms and instructions for reviewing clients' general appearance, communication skills, functional academic skills and understanding, fine motor/job skills, self-help skills, social skills, and community mobility skills.

Lippman, Glenda K. and Grady C. Porter. How to Establish Competency Model Programs for the Delivery of Vocational Services to the Severely Handicapped. Austin: Lippman/Porter, 1976. VSN# 00761

This is a complete description of how to design a competency model program, one that will move severely handicapped clients toward employability. The model has three components: (1) physical/sensory capabilities, (2) social/emotional characteristics, and (3) functional education skills. The book describes how to assess the proficiency levels for each skill.

Martin, Andrew S. and Robert W. Flexer. Three Studies on Training Work Skills and Work Adjustment with the Severely Retarded. Lubbock: Research and Training Center in Mental Retardation, Texas Tech University, 1975. VSN# 00805

This report includes information on assessment and analysis techniques.

TESTS, INVENTORIES, SCHEDULES, QUESTIONNAIRES

Anderson, Rose G. Manual for Administering with Scoring Directions and Norms: Kuhlmann-Anderson Test (7th edition). Lexington, MA: Personnel Press, Inc., 1964. VSN# 00056

This package includes test booklets, a class record sheet, and a manual of directions for administering the test and for converting and interpreting the scores; keys for scoring the tests; and a technical manual.

Becker, R. L. Revised Reading-Free Vocational Interest Inventory. Columbus, OH: Elbern Publications, 1981. VSN# 01905

This is a non-reading vocational preference test for use with mentally retarded and learning disabled persons from age 13 to adult. It requires no verbal symbols or written statements for interpretation by examinees. Instead, pictorial illustrations with occupational significance are presented in forced-choice format for selections. Interest areas include: automotive, building trades, clerical, animal care, food service, patient care, horticulture, housekeeping, personal service, laundry service, and materials handling.

Brady, Mary Ella, William W. Lynch and Darla A. Cohen. OROS: Oral Reading Observation System (Observer's Training Manual). Bloomington, IN: Center for Innovation in Teaching the Handicapped, Indiana University, 1976. VSN# 00157

OROS is an observation system designed to code teacher-pupil verbal interactions during oral reading instruction. It classifies the kinds of miscues, or oral reading errors, made by pupils, and teacher responses to those miscues. This training manual is a self-instructional program that will teach you how to code accurately using the OROS system.

Brigance, Albert H. Brigance Diagnostic Inventory of Essential Skills. North Billerica, MA: Curriculum Associates, Inc., 1981. VSN# 01715

The Inventory was designed primarily for use in secondary programs serving students with special needs. It provides a means of tracking the student's mastery of skills that have been identified as essential for mastery if the student is to be able to function successfully as a citizen, consumer, worker, and family member. It has two major parts--one for basic academic skills, and one for applied skills.

Carbo, Marie. Reading Style Inventory. Roslyn Heights, NY: Learning Research Associates, 1982. VSN# 02357

According to the author, a reading style inventory will help you determine the conditions under which students read best. This kit has a 76-page manual, a sample individual reading profile, a reading style inventory, an answer sheeet, and a reading style group profile.

Career Maturity Inventory Specimen Set. Circle Pines, MN: American Guidance Services, 1978. VSN#

Doll, Edgar A. Measurement of Social Competence: A Manual for the Vineland Social Maturity Scale. Circle Pines, MN: American Guidance Services, 1953. VSN# 02160

This large text (664 pages) has sections entitled (1) Philosophy of the Method, (2) Construction of Social Maturity Scale, (3) Administration of the Scale, (4) Standardization and Validation, and (5) Applications.

Doll, Edgar A. Vineland Social Maturity Scale. Circle Pines, MN: American Guidance Services, 1965. VSN# 02159

This scale gives a definite outline of specified performances to which children show a progressive capacity for looking after themselves. These are the activities that move children toward independence as adults. Items on the scale are arranged in order of increasing average difficulty, so show progressive maturation.

Employment Stabilization Research Institute. Minnesota Rate of Multiplication Tests. Circle Pines, MN: American Guidance Services, 1969. VSN# 02166

Evans, Joyce. Observational Checklists for Referral. Austin: Southwest Educational Development Laboratory, 1976. VSN# 00386

The Observational Checklists for Referral were designed to help teachers identify children who may have problems that would interfere with their learning, and to make appropriate referrals. This book gives instructions for using the seven different checklists--general, health, vision, hearing, speech, behavioral, and motor--and then prints the checklists.

Ferinden, William E., Jr. and Sherman Jacobsen. Educational Interpretation of the Wechsler Intelligence Scale for Children (WISC). Linden, NJ: Remediation Associates, 1969. VSN# 00427

This booklet was written so that educators could produce more meaningful teaching procedures as a result of the Wechsler Intelligence Scale for Children. It gives (1) the educational implication of each sub-test, (2) basic teaching procedures, and

(3) samples of specific teaching exercises for various grade levels.

Gemmill, Perry R. Disadvantaged Learner Analysis Profile. College Park: Department of Industrial Education, University of Maryland, 1979. VSN# 00463

Harrington, Thomas F. and Arthur J. O'Shea. Career Decision Making System Specimen Set. Circle Pines, MN: American Guidance Services, 1982. VSN# 02164

Howard, Ronald and Frankie Strathairm. Life Experience Program: An Alternative Approach in Special Education. San Jose, CA: Chandler Tripp School, 1976. VSN# 00578

This report includes instructions on using different assessment techniques, including a "Student Abilities Assessment," an image assessment, a self-esteem inventory, a Purdue Handicap Problems Inventory, an Independence Skill Evaluation Rating Scales, and more. Includes numerous forms.

Jastak, Joseph F. and Sarah Jastak. WRIOT: Wide Range Interest-Opinion Test. Wilmington: Jastak Associates, 1979. VSN# 02083

This test involves taking an inventory of work interests by portraying a variety of human activities in pictures. The activities portrayed are representative of many different human activities, including unskilled labor through technical occupations to professional and managerial positions, and therefore allow clients to reveal their vocational and general interests and attitudes.

Kachel, Kathy. Individual Performance Checklist: Basic Skills for the Trainable High School Student. Joliet: The Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students, n.d. VSN# 00655

This book presents a development checklist of 1,079 basic skills. Teachers can use this checklist to monitor the skills a students have achieved in a program and can suggest for teachers a sequence of skill development for students.

Kansas, University of. Competencies for the Secondary Special Educator: A Guide for Systematic Study. Lawrence, KS: Department of Special Education, University of Kansas, 1976. VSN# 00656

In brief, this is a book of tests, which readers can use as a self-study guide. Topics cover a broad spectrum of issues related to the needs of secondary special education students.

Koppitz, Elizabeth M. The Bender Gestalt Test for Young Children. New York: Grune & Stratton, Inc., 1964. VSN# 00707

A thorough description and review of the Bender Gestalt Test, this book also has chapters that relate the Text to mental retardation and emotional disturbance.

Kroll, Arthur M. and Linda A. Pfister. Selecting and Using Tests of Career Skills. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979. VSN# 00711

This booklet analyzes tests used to assess career skills by describing purposes served in the process, how to become an informed consumer of career skills tests, and suggesting limitations in the design and use of these tests.

Lambert, Nadine. Adaptive Behavior Scale/Diagnostic and Technical Manual. Monterey, CA: Publishers Test Service, 1981. VSN# 02079

The Adaptive Behavior Scale was developed to help school personnel obtain measures of students' personal independence and social skills and to reveal areas of functioning where special program planning may be required. This manual is one component of the school edition of the Scale. It contains directions for using results for diagnostic and placement purposes and includes a technical report on the development, validity and reliability of the Scale.

Lambert, Nadine, et. al. Adaptive Behavior Scale/Administrative and Instructional Planning Manual. Monterey, CA: Publishers Test Service, 1981. VSN# 02079

This manual, also part of the Adaptive Behavior Scale (see above), gives directions for administering the scale and for using results in instructional planning and in the developnment of individualualized education plans.

Linkenhoker, D. and L. McCarron. Street Survival Skills Questionnaire. Dallas: Common Market Press, McCarron-Dial Systems, 1980. VSN# 01764

This Questionnaire was constructed for developmentally disabled individuals, to evaluate their functional knowledge and skills important for independent living in the community. Content areas include: basic concepts, functional signs, tool identification and use, domestic management, health, first aid, and safety, public services, time, money, and measurement. Items are written so they require recall, recognition, or inferential ability.

Lynch, William W. and Carole Ames. Individual Cognitive Demand Schedule. Bloomington, IN: Center for Innovation in Teaching the Handicapped, Indiana University, n.d.

The purpose of this schedule is to help teachers analyze how they interact with students during instruction. It describes a method for classifying teachers' interaction with students into one of 13 different kinds of "cognitive demands." A techical report (VSN# 00773) describes the schedule, the ICDS Training Booklet (VSN# 00771) shows how to use the schedule, and the Observer's Training Manual (VSN# 00772) provides materials for the observer.

Lynch, William W. Carole Ames, and Carol McKinney. Reward and Punishment Schedule. Bloomington, IN: Center for Innovation in Teaching the Handicapped, 1970. VSN# 00775

McCray, Paul. An Interpretation of VEWAA/CARF Work Sample Standards. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979. VSN# 00780

Maurice, Clyde. Indicators of Job-Training Need. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979. VSN# 00882

McCray, Paul. An Interpretation of VEWAA/CARF Work Sample Standards. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979. VSN# 00780

Means, Bob L. and Richard Rossler. Personal Achievement Skills Training. N.p.: University of Arkansas, 1975. VSN# 02069

This is a complete program that teachers or other facilitators can use with special needs students. A Participant's Manual (VSN# 02093) is available, and a well-documented Instructor's Manual (VSN# 02069).

Miller, S. R. and P. J. Schloss. Career/Vocational Education for Handicapped Youth. Rockville, MD: Aspen Systems, Inc., 1982. VSN# 01913

Nihira, Kazuo, et. al. Adaptive Behavior Scale/Assessment Booklet. Monterey, CA: Publishers Test Service, 1981. VSN# 02080

These booklets (Diagnostic Profile, Instructional Planning Profile, Assessment Booklet, and Instructional Planning Profile) are all part of the Adaptive Behavior Scale, explained in the Administrative and Instructional Planning Manual by Nadine Lambert (VSN# 02079).

Pritchett, Beverly. Tests and Testing Programs. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, School of Education, University of Michigan, 1979. VSN# 01139

This book reports on a review of 170 documents, collected through an ERIC search on testing. The report points out some of the numerous ways tests are used and analyzes some current trends and important issues.

Stout Vocational Rehabilitation Institute. Recommended Procedure: MDC Behavior Identification Format. Menomonie, WI: Materials Development Center, University of Wisconsin-Stout, 1974. VSN# 01368

The MDC Behavior Identification Format was designed to help determine whether a person has the work-related behaviors that are expected by employers and co-workers. It is an aid in the identification, understanding and description of specific work behaviors, both positive and negative, which have a bearing on employability.

Stout Vocational Rehabilitation Institute. Work Sample Manual Format. Menomonie, WI: School of Education, University of Wisconsin, 1977. VSN# 01373

This manual describes how to write information on work samples in such a way that users will be able to construct, administer and interpret work samples.

Texas Department of Mental Health and Mental Retardation. Observation Manaul: Behavioral Characteristics Progression. Austin: Author, 1974. VSN# 01408

The Behavioral Characteristics Progression (BCP) chart is an assessment tool arranged as a matrix of behaviorally stated developmental objectives. It provides the basis for needs assessment, priority establishment of needs, program development, implementation and evaluation, and cost-effectiveness program accounting. The central element is the behavioral objective.

Tiffin, Joseph. Purdue Pegboard. New York: J.A. Preston Corp., 1968. VSN# 01818

The Purdue Pegboard is a test of dexterity designed to measure two types of activity: one involving gross movements of hands, fingers, and arms, and the other involving primarily what might be called "fingertip" dexterity.

Whitfield, Brown, Miller, and King. Career Tests and Resources Selection System. San Diego, CA: California Regional Career Guidance Centers, 1978. VSN# 02220

This publication lists, organizes and evaluates career-oriented tests and career resources. Each resource is annotated, and includes the professional evaluation of two or more school counselors and teachers.

ASSESSMENT AND EVALUATION RESOURCES RELATED TO VOCATIONAL EDUCATION

Botterbusch, Karl F. Psychological Testing in Vocational Evaluation. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1978. VSN# 00149

The purpose of this publication is to help evaluators select and use tests wisely within the context of the referral process and an individualized evaluation plan. Part I contains information on why tests are used in evaluation, problems with tests, and how to select tests. Part II reviews specific tests that have been found either to be sucessful within vocational evaluation or to have this potential.

Botterbusch, Karl F. A Comparison of Four Vocational Evaluation Systems. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1977. VSN# 00146

This publication offers an objective comparison of vocational evaluation systems. The book has four parts. The first is an edited reprint of an article on how to select a commercial vocational evaluation system. The second explains 14 major points contained in the outline. The third presents a brief comparison of the four systems on the first ten points in the outline. The fourth contains a more detailed description of each vocational evaluation system, including reviewers' comments, addresses and references.

Botterbusch, Karl F. A Comparison of Commercial Vocational Evaluation Systems. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1980. VSN# 01942

This book fulfills the same purpose as the one above, except reviews 15 systems, instead of four.

Botterbusch, Karl F. A Comparison of Seven Vocational Evaluation Systems. Menomonie, WI: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1976. VSN# 01367

The seven Botterbusch compares are the McCarron-Dial Work Evaluation System, the Philadelphia Jewish Employment and Vocational Service, the Singer Vocational Evaluation System, the Talent Assessment Program, the Tower System, the Valpar Component Work Sample Series, and the Wide Range Employment Sample Test.

Estes, Dwain M. Vocational Assessment for the Handicapped. San Antonio: Education Service Center, Region XX, 1980. VSN# 00385

This final report of a project conducted in Texas includes a model vocational assessment plan for handicapped students, numerous forms for use in this plan, plus information on the project itself (objectives, procedures, results, and so forth).

Ianacone, R.N., A.E.C. Hunter, D.M. Hiltenbrand, J.A. Razeghi, R.A. Stodden, W.F. Sullivan, L.R. Rothkopf. Vocational Education for the Handicapped: Perspectives on Vocational Assessment (Personnel Development Series: Document 7). Champaign: Office of Career Development for Special Populations, University of Illinois, May 1982. VSN# 01987

Written to improve personnel development related to vocational assessment, this monograph first reviews the literature related to this topic, then suggests guidelines for personnel development, suggests strategies, and finally describes a model delivery system for vocational assessment services. Offers a great deal of information for educators seeking to keep up on this topic.

Iowa State Department of Public Instruction. Vocational Evaluation and Curriculum Modification (Vol. 1). Des Moines: Iowa State Department of Public Instruction, 1972. VSN# 00606

This booklet reports a project in which educators investigated ways to evaluate the vocational training of mentally retarded students, in an effort to determine the best measure of work potential and progress during training. The staff first examined factors that might affect employability, then outlined procedures for collecting descriptive accounts of students' behavior, and finally considered one variable (production rate) in more detail. Each approach is described.

Kapes, Jerome T. and Marjorie Moran Mastie. A Counselor's Guide to Vocational Guidance Instruments. Falls Church, VA: National Vocational Guidance Association, 1982. VSN# 02087

This book is a compendium of test descriptions and reviews, written for practitioners, containing facts and professional opinions of the tests. Over 40 are reviewed in depth, under topics such as multiple aptitude batteries, interest inventories,

measures of work values, career development/maturity instruments, combined assessment programs, card sorts, instruments for special populations, and other guidance instruments.

Little, Neal D. Guidelines for Organization and Operation of Vocational Evaluation Units: A Training Guide. Washington, D.C.: Vocational Rehabilitation Commission, 1966. VSN# 00762

This booklet describes how to set up a vocational evaluation unit, by providing a framework for whatever technique or method of evalution desired. The author intends the book to be "an assistive device in defining goals, procedures, and scope of services."

McCalsin, N.L., et. al. Career Education Measures: A Compendium of Evaluation Instruments. Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1979. VSN# 01794

This handbook was designed to help practitioners identify measures currently available and being used to evaluate career education. It also provides potential questions to be asked when selecting career education measures. Most of the book is filled with one- to two-page evaluations of career education measures, including a large section on measures for secondary school students.

McCray, Paul. Learning Assessment in Vocational Evaluation. Menomonie, WI: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979. VSN# 00781

The purpose of this publication is to help vocational evaluators understand (1) how the concepts of learning and performance relate to vocational evaluation, (2) why learning assessment is important, and (3) how it may be incorporated into work sample testing.

McCray, Paul. Suggested Guidelines for Evaluating Work Samples. Menomonie, WI: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1978. VSN# 01164

This booklet offers readers a more thorough understanding of the essential elements of a well constructed work sample, an encouragement and method to critically review existing work samples, and a reference when considering new work samples. The elements of a work sample that the author considers are: appropriateness to client population, purpose, relationship to available labor/training markets, administration, orientation, scoring, and learning assessment.

Macer, Richard A. Dimensions of Vocational Education to Serve Special Needs Persons. Columbus: Ohio Department of Vocational Education, n.d. VSN# 00793

This handbook, which describes many facets of special needs students' vocational training, includes a chapter on the vocational assessment of students for program placement. The chapter addresses the characteristics of the vocational program, worker traits, medical information, educational assessment, vocational skills, and work behaviors.

Materials Development Center. Assessment Modules. Menomonie, WI: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, n.d.

This series of slide/tape modules describes well-known vocational assessment systems. The modules were designed for the instruction of teachers, rehabilitation counselors, counselors, and work-study coordinators. The following systems are presented, each in a separate module:

Comprehensive Occupational Assessment and Training System (COATS) VSN# 01165
Hester Evaluation System VSN# 01166
Orientation to Dexterity Tests VSN# 01171
Philadelphia JEVS Work Sample Battery VSN# 01172
Singer Vocational Evaluation System VSN# 01173
Situtational Assessment: A Vocational Evaluation Technique VSN# 01174
Talent Assessment Program (TAP) VSN# 01175
Tower Work Sample Battery VSN# 01176
VALPAR Component Work Samples Series VSN# 01177
Vocational Information and Evaluation Work Samples (VIEWS) VSN# 01179
Vocational Interest Temperament Aptitude System (VITAS) VSN# 01180
Wide Range Employment Sample Test (WREST) VSN# 01181

Miller, S. R. and P. J. Schloss. Career/Vocational Education for Handicapped Youth. Rockville, MD: Aspen Systems Corporation, 1982. VSN# 01913

Written as an all-around text on the topic of vocational special needs, this book would prove worthwhile reading for classroom teachers, counselors, and college students, as well as educators responsible for the vocational assessment of handicapped students.

Mills, David L. Vocational Evaluation and Work Adjustment Services in Vocational Rehabilitation. Menomonie, WI: Materials Development

Center, Department of Rehabilitation and Manpower Services, University of Wisconsin-Stout, 1972. VSN# 00914

This guide defines the essential elements of vocational evaluation and work adjustment programs, identifies problems experienced by state vocational rehabilitation agencies in obtaining high quality vocational evaluation and work adjustment services, and provides guidelines to assist vocational counselors to develop a better understanding of the proper utilization of vocational evaluation and work adjustment services.

Mithang, Dennis, Deanna Mar, and Jeffrey Stewart. The Prevocational Assessment and Curriculum Guide. Seattle, WA: Exceptional Children, 1978. VSN# 02086

The Prevocational Assessment and Curriculum Guide (PACG) is an empirically validated method for developing training programs for handicapped persons who are preparing for sheltered employment. This kit includes inventories and a manual.

Parker, Scott L., et. al. Improving Occupational Programs for the Handicapped. Washington, D.C.: Management Analysis Center, n.d. VSN# 01029

This book, with information on establishing occupational programs for handicapped students, includes a chapter on assessing students.

Partners in Career Education. A Handicapped Student Needs Assessment. Arlington: Author, 1977. VSN# 01034

In 1977, the Texas Education Agency conducted a special assessment of handicapped students in career education, to determine how certain groups of handicapped students performed in relationship to skills, knowledge, and abilities that Texas citizens proclaimed essential for all students. This report describes the result of this study, and their implications.

Pendleton, Ward. Tested Recipes from Ward's Kitchen: Guidelines Related to Vocational Assessment for the Handicapped for Use in Special Education. Wichita Falls: Region IX Education Service Center, n.d. VSN# 01037

A collection of loose-leaf vocational assessment tools, this manual has been used in Texas. The manual includes a paper by the author describing his approach, plus numerous forms that he has developed or revised.

Peterson, Marla. Serving Handicapped Students in Vocational Education: A Guide for Counselors. Columbus: National Center for Research in Vocational Education, Ohio State University, 1979. VSN# 01047

This paper describes specialized knowledge, role expansion, and guidance and counseling techniques designed to help school counselors and other school personnel assist handicapped students with their life development.

Peterson, Michael, et. al. Vocational Assessment of Students with Special Needs: An Implementation Manual. Commerce: Occupational Curriculum Laboratory, East Texas State University, 1982. VSN# 02035

This helpful guide (142 pages) was developed here in Texas for educators responsible for the assessment of handicapped students.

Portland Public Schools. Vocational Education Assessment Guide. Portland, OR: Career Education Department, Public Information, Author, n.d. VSN# 01063

This instrument was developed to provide administrators and vocational instructors a means of determining the status and needs of their vocational programs. This booklet describes the method, defines terms, and provides forms for use in the assessment.

Robinson, Charles W. The Dictionary of Occupational Titles in Vocational Assessment: A Self-Study Manual. Worchester, MA: Assumption, 1979. VSN# 01226

This self-study guide has helped educators sharpen skills in three areas: vocational diagnosis, planning, and placement. The book's two major units are: Using the Dictionary of Occupational Titles, and Relating Personal and Occupational Characteristics.

Sarkees, Michelle D. and John L. Scott. Vocational Special Needs: Preparing T & I Teachers. Alsip, IL: American Technical Publishers, 1982. VSN# 02044

A collection of self-instructional modules for industrial education teachers, this book includes information that would be valuable for all vocational teachers. One module specifically addresses assessment.

Schneck, Gerald R. et. al. Assessment of the Prevalence and Service Need Requirements of Handicapped and Disadvantaged Students in Vocational-Technical Education Programs in Minnesota. Minneapolis: Department of Minnesota Research and Development Center for Vocational Education, 1978. VSN# 01266

This report, and its accompanying executive brief (VSN# 01267), gives results of a project in Minnesota which studied the

needs of handicapped and disadvantaged students in vocational programs. It first reported how many students there were, then what services were available, and what services were needed. Assessment is discussed within.

Schwartz, Stuart E. Administering Vocational Programs Which Include Handicapped Students. Gainesville, FL: Department of Special Education, 1978. VSN# 01274

A project report on personnel development activities, this booklet includes information on assessment of handicapped students in vocational education programs.

Shippen, S. J. & R. R. Reilley. An Investigation of Vocational Counselor Effectiveness and its Relationship to Selected Background and Personal Characteristics. College Station: College of Education, Texas A&M University, 1973. VSN# 01288

This book reports on a study of counselor effectiveness, describing procedure and presenting results.

Southern, Stephen. Vocational Assessment of Students with Special Needs: A Manual for Implementation in the Public Schools. Odessa: Odessa College, 1981. VSN# 01647

This manual was designed to be a comprehensive resource for a wide variety of persons interested in vocational assessment, a resource educators can use for locating guidelines while designing or implementing vocational assessment programs. One chapter does suggest a core process for assessment, and another suggests a Guidance Process Model. The remainder give information about developing assessment, or about various assessment instruments.

Special Education Instructional Materials Laboratory. Meeting the Work Training Needs of Special Students in High School Vocational/ Occupational Education Programs. Normal, IL: Department of Special Education, Illinois State University, 1977. VSN# 01354

This training guide (with 300 pages) has self-guided modules on 11 topics, one of which is entitled "Vocational Evaluation for Vocational/Occupational Teachers Who Work with Special Needs Students," another entitled "Educational/Vocational Prescriptive Programs for Students with Special Needs," and another on job analysis.

Szoke, Claire Olson. To Serve Those Who Are Handicapped: Procedures and Format to Implement a Model Career Education Program for the Handicapped. Champaign, IL: Technical Education Research Centers/Midwest, 1973. VSN# 01386

This book, which describes steps for setting up a career education program, includes a large section on vocational assessment and counseling, with information on formal assessment, sites for vocational assessment, and vocational counseling.

Tindall, Lloyd W. Puzzled About Educating Special Needs Students: A Handbook on Modifying Vocational Curriculum for Handicapped Students. Madison, Wisconsin: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1980. VSN# 01468

This resource includes information on modifying curriculum to meet the vocational training needs of many different handicapping conditions. It includes information on evaluating current vocational materials, and establishing an effective vocational program for handicapped students.

U.S. Civil Service Commission. Job Analysis: Developing and Documenting Data. Washington, D.C.: Bureau of Intergovernmental Personnel Programs, 1973. VSN# 01497

This booklet gives complete instructions for job analysis, a process useful when determining a job's suitability for a handicapped client.

U.S. Civil Service Commission. Job Analysis: For Improved Job-Related Selection. Washington, D.C.: Bureau of Intergovernmental Personnel Programs, 1975. VSN# 01498

This booklet was designed to show whether methods for selecting employees are actually related to the requirements of a job.

U.S. Civil Service Commission. Job Analysis: Key to Better Management. Washington, D.C.: Bureau of Intergovernmental Personnel Programs, 1975. VSN# 01499

This pamphlet briefly describes job analysis, its benefits and uses.

Wehman, Paul and Phillip J. McLaughlin. Vocational Curriculum for Developmentally Disabled Persons. Baltimore, MD: University Park Press, 1980. VSN# 01553

After describing how they perceive vocational programming to date, and discussing sheltered workshops and the competitive employment of handicapped clients, the authors devote a long chapter to vocational evaluation, including information on clinical assessment, laboratory work samples, work experience evaluation, work tryouts, and two case studies.

Weisgerber, Robert, Ed. Vocational Education: Teaching the Handicapped in Regular Classes. Reston, VA: The Council for Exceptional Children, 1978. VSN# 01557

An excellent all-around text on vocational special needs, this book includes information on assessment within each of the chapters that addresses modifications appropriate for certain handicaps.

Zunker, Vernon G. Using Assessment Results in Career Counseling. Monterey, CA: Brooks/Cole Publishing Co., 1982. VSN# 02137

An excellent text, this book describes how to interpret and use the results of many different kinds of tests when counseling students about careers. Although not written specifically for use with handicapped students, this book nevertheless addresses many of the different kinds of tests and inventories used with handicapped students. Especially notable is the author's easy-to-read style.

ASSESSMENT RESOURCES RELATED TO THE INDIVIDUAL EDUCATION PLAN

Leadership Training Institute. Individualized Educational Programming (Policy Paper Series: Document 1). Champaign: College of Education, University of Illinois, 1980. VSN# 00746

This book includes nine presentations by nationally recognized leaders in vocational special needs on topics related to the individual education plan (IEP). One addresses assessment.

McCray, Paul. The Individual Evaluation Plan. Menomonie, WI: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1978. VSN# 00782

This book describes the entire process necessary for developing an individual evaluation plan, including the necessary assessment.

Russell, Fred, et. al. IEP: Individual Education Programming: A Role of Child Study Teams for Exceptional Students in Idaho. Boise: Department of Education, State of Idaho, 1976. VSN# 01252

With instructions on how to develop Child Study Teams (CST), this book describes one approach that educators can use when identifying handicapped students within their schools, and developing appropriate IEPs.

Schubert, Marsha, Harriet Glick and Deborah Bauer. The Least Restrictive Environment and the Handicapped Student. Dayton, OH: Wright State University, Special Education, 1979. VSN# 01272

This handbook was written to help teachers understand strategies for education handicapped students in the least restrictive environment. It is a self-instructional booklet for use by the teacher. Topics include handicapping conditions, placement options, factors which affect learning, and more. Teacher-initiated assessment is discussed.

Stout Vocational Rehabilitation Institute. The Pennsylvania Model Individualized Written Program Plan for Vocational Rehabilitation Facilities. Menomonie, Wisc: Materials Development Center, University of Wisconsin, 1978. VSN# 01371

This book gives complete instructions for writing an individualized written program plan for rehabilitation clients, and includes information on assessment required for this plan.

Turnbull, Ann P., Bonnie B. Strickland, and John C. Brantley. Developing and Implementing Individualized Education Programs. Columbus: Charles E. Merrill, 1982. VSN# 01981

A handbook describing the complete process of writing and implementing an individualized education plan, this includes large sections on nondiscriminatory evaluation, determining levels of performance, evaluation of goals and objectives, and more related to the assessment of handicapped students.

ASSESSMENT RESOURCES RELATED TO REHABILITATION

Esser, Thomas J. Client Rating Instruments for Use in Vocational Rehabilitation Agencies. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1975. VSN# 00382

This book suggests some reasons for the wide popularity of rating scales, and attempts to determine whether the scales merit their broad use. It also provides both general and specific information about some of the client rating instruments applicable in rehabilitation and workshop settings.

Esser, Thomas J. Effective Report Writing in Vocational Evaluation and Work Adjustment Programs. Menomonie, WI: Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin-Stout, 1974. VSN# 00383

Esser's purpose in this book is to provide rehabilitation professionals with information about and a structure for conduct-

ing the client information-gathering process prior to beginning vocational evaluation services. The book's first part describes the information collecting; its second part describes how to analyze the information in order to develop evaluation questions.

Esser, Thomas J. Individualized Client Planning for Work Adjustment Services. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1975. VSN# 00384

This booklet describes, in step-by-step detail, how to develop an individualized work adjustment plan.

ASSESSMENT RESOURCES RELATED TO SERVICES FOR ADULTS

Andrulis, Richard S. Adult Assessment: A Source Book of Tests and Measures of Human Behavior. Springfield, IL: Charles C. Thomas Publisher, 1977. VSN# 00059

This comprehensive source book of adult assessment describes and evaluates a wide range of instruments for measuring adult behavior and focuses on the important issues in modern psychological testing. The book begins with a clear presentation of practical information on assessment devices and follows through with a delineation of the process by which one can identify and select the instrument most suitable for a given purpose.

Cobb, Henry V. The Forecast of Fulfillment: A Review of Research on Predictive Assessment of the Adult Retarded for Social and Vocational Adjustment. New York: Teacher's College Press, Columbia University, 1972. VSN# 00264

This report describes research done to help professionals be able to predict retarded adults' social and vocational adjustment.

Leadership Training Institute. Post-Secondary Vocational Education for the Handicapped (Policy Paper Series: Document 3). Champaign: College of Education, University of Illinois, 1980. VSN# 00747

With six articles related to post-secondary vocational special needs, this book also has one chapter related to assessment.

Sioux Vocational School. Independent Living Evaluation: Training Program. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, 1979. VSN# 01335

A training kit for personnel development, this booklet would be particularly useful for professionals working with adults.

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